



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

CLASSICAL EDUCATION IN THE SECONDARY SCHOOLS¹

At the last meeting of the National Educational Association held in Buffalo in July 1896, a communication was sent to the American Philological Association, then in session, requesting the latter to prepare model courses in Latin and Greek for secondary schools, with a view to promoting uniformity in school programmes that make provision for the classics, and thus contributing to the solution of the vexed question of the unification of college entrance requirements. The Philological Association directed its Committee of Twelve (which was originally appointed to maintain that no less time than is given at present in the best schools of New England to Latin and Greek should be considered normal in the classical programmes of secondary schools of the country) to comply with this request and lay out the courses suggested. The first step of this committee was to make an endeavor to ascertain the actual state of the classics in the secondary schools. To this end a circular was prepared requesting information in regard to the classical courses actually followed, and asking for suggestions on several definite points. Nearly six thousand of these circulars were sent out over the whole country to teachers, school superintendents, and others interested in the subject; and some eight hundred answers have been received. It is the object of the present paper to give a summary of the information thus gained.

The eight hundred answers represent somewhat more than seven hundred schools, for many are from college instructors, and in other cases two instructors in the same school have sent replies. I shall treat the matter from the standpoint of the schools rather than from that of the teachers, for my purpose is

¹ The first draft of this paper was revised by Professor T. D. Seymour, Chairman of the Committee of Twelve.

to show the actual state of classics in the schools, so far as these answers represent it. I may add further that, so far as the opinions of individuals are concerned, such a variety of points are touched on that it would be difficult to give any adequate idea of the result in a brief paper. Among these opinions the one point that recurs in a large number of papers, has to do with the value of Latin as a study for pupils in the high schools. Three or four men, indeed, mainly teachers in manual training schools, protested against the place now occupied by Latin; but almost all who alluded to the matter, whether principals, superintendents, teachers of science, or teachers of Latin, expressed the strongest conviction that Latin was perhaps the most valuable study in the curriculum of the secondary school. The last question asked in the circular related to the advisability of providing Latin for all pupils in the high school. A considerable number of teachers answered that all high school pupils should be required to take at least a little Latin. This seemed of sufficient interest to warrant a record of the opinions, and it appears in Table III; the first number in this table represents those who would require some Latin of all high school pupils; the second number those who would not require Latin of all. Answers to the other questions about the character of Latin teaching I shall not attempt to summarize.

The papers were recorded first by states, then according to the size of the schools, and the character of the school was also noted in each case. From these records I have prepared the following three tables in regard to Latin in the secondary schools. They were first arranged so as to give these results for schools of several different sizes in each state, but this division has been retained here only in the case of states where some important difference existed between the different groups of schools; in New York and several other states that follow, the horizontal column *a* denotes schools in which less than forty pupils are studying Latin; *b* denotes schools with more than forty pupils studying Latin.

Table I has to do with the amount of time devoted to Latin;

Table II, with three points about the Latin authors read; Table III, with the question whether all pupils should take Latin. In the first table, column 1 gives the number of schools reporting; column 2, the average number of periods per week multiplied by the average length of period; column 3, the number of schools that have a full four years' course in Latin; column 4, the average number of years devoted to Latin in the whole group of schools.

	I.				II.				III.			
	Length of Latin course				Latin authors				Latin for all ?			
	1	2	3	4	1	2	3	4	Yes	No		
Maine	17	5 X45	17	4	2	5	3	3	8	0		
N. Hampshire, Vermont...	19	4.9X43	19	4	4	6	12	3	12	1		
Massachusetts	81	4.7X43	80	4.4	25	25	42	13	48	5		
Connecticut, Rhode Island..	31	5 X40	30	4.3								
New York, <i>a</i>	27	5 X40	17	3.7	36	22	17	3	50	0		
<i>b</i>	41		38	4.2								
New Jersey	16	5 X40	12	4.1	2	7	7	4	6	0		
Pennsylvania, <i>a</i>	2	4.5X35	0	3	1	6	2	2	15	0		
<i>b</i>	24	5 X46	16	3.7								
Ohio, <i>a</i>	22	5 X43	5	3	2	11	8	4	40	2		
<i>b</i>	33		20	3.7								
Indiana	43	5 X43	24	3.6	1	7	5	0	24	5		
Illinois, <i>a</i>	27	5 X42	10	3.1	5	8	15	5	43	4		
<i>b</i>	50		46	4								
Michigan, <i>a</i>	30	5 X45	18	3.2	1	3	26	4	26	1		
<i>b</i>	30		28	4								
Wisconsin, <i>a</i>	13	5 X43	8	3.8	3	5	4	0	15	2		
<i>b</i>	19		15	4								
Minnesota	33	5 X44	29	4.1	3	5	4	1	18	7		
Iowa, <i>a</i>	26	5 X40	9	3	8	2	1	0	27	2		
<i>b</i>	18		10	3.5								
Nebraska, <i>a</i>	15	5 X40	1	2.6	1	0	0	0	8	0		
<i>b</i>	9		4	3.5								
Kansas, <i>a</i>	12	5 X40	2	3	0	0	1	0	13	3		
<i>b</i>	18		11	3.6								
Colorado	6	5 X40	4	3.9	1	0	1	1	4			
Missouri	21	5 X42	10	3.7	1	2	3	1	10	1		
Kentucky and Tennessee..	10	5 X38	7	3.8	1	2	2	1	2	2		
South Atlantic states	24	5 X45	13	4.2	2	6	2	1	13	0		
Arkansas and Mississippi..	6	5 X42	5	3.9	0	1	1	1	3	0		
Texas	13	5 X40	7	3.6	1	7	0	0	5	3		
Louisiana	4	5 X45	0	3	0	2	0	0	4	0		
Dakotas	9	5 X42	5	3.2	0	1	0	1	9	2		
Montana, Idaho, Wyoming, Oklahoma, }	10	5 X45	6	3.2	1	1	1	0				
Oregon and Washington...												
California	30	5 X45	18	2.5	8	0	1	0	15	0		

Table II deals with three points as to the Latin course. Column 1 gives the number of schools in which a combination of readings from several authors (generally including Cæsar) takes the place of the traditional four books of Cæsar's Gallic War as the first Latin read. In this number I have not included schools where a small amount of easy Latin, usually from *Viri Romæ*, precedes the regular amount of Cæsar. Column 2 gives the number of schools in which Vergil (or some of the Vergil) is read before Cicero. The table shows that in New England, New York, and Ohio, this is quite usual, but elsewhere it is rare. Column 3 indicates first the number of schools reading some Ovid, and then the number reading from either the *Bucolics* or *Georgics* of Vergil. In New England, Illinois, and Michigan, Ovid frequently appears in the course; in other states the course rarely includes any poetry beyond the regular six books of Vergil.

These tables furnish a fairly good idea of the Latin taught in secondary schools in New England, the Middle States, and in the Northern states generally as far west as Iowa and Minnesota; California also is well represented. While it is only in New England that a four years' course in Latin can be called the universal practice, in most of the states except Iowa, Nebraska, and Kansas it is clearly held to be the desirable length for a secondary course in Latin; and the average length of course in the schools where more than forty pupils study Latin falls but little, if any, below four years. A Latin course of *more* than four years is quite common in a small class of private schools which receive their pupils at an early age; it appears in a few high schools, *e. g.*, in Michigan, and in another class of private schools which do some of the college work in Latin; finally, some eighteen schools (mainly high schools) in Massachusetts, and a few in Illinois and Michigan, begin Latin in the grammar grade and continue it through the four years of the high school. On the other hand, some college fitting schools in the West, the pupils of which are older than the average high-school pupil, find themselves able to cover satisfactorily in three years the

Latin ordinarily read in four years. While there is almost unanimity in the opinion that Latin should be studied for four years, and this practice is almost universal in the better high schools of the country, there is a striking difference in the ground covered in these four years. Not a few schools (perhaps 3 per cent.) devote two out of four years to the study of Latin "Lessons" before Cæsar is begun. In one school in Indiana during a four years' course, the pupils read three books of Cæsar, two of Vergil, and "some Cicero if there is time." On the other hand, the pupils in the High School in Kansas City in the same period of four years read four books of Cæsar, six of the *Æneid* and 1500 lines of Ovid, nine orations of Cicero, Sallust's *Cataline* and the *Bucolics* of Vergil.

One of the questions in the circular related to the teaching of grammar and of prose composition. While there is the greatest variety in the methods suggested, there is general agreement in the answers that the pupil who has finished Cæsar should have perfect familiarity with the paradigms, and with the more usual constructions. In many schools there is little or no formal study of grammar during the latter part of the course. Ten or fifteen teachers speak of having tried the inductive method in beginning Latin; perhaps half of these have abandoned it as unsatisfactory. It is a frequent complaint that students are delayed in the study of Latin because they undertake it with no adequate knowledge of English grammar.

Latin prose composition receives from one-fourth to one-tenth of the time given to Latin during the reading of prose authors; in comparatively few schools is it studied while Vergil (or Ovid) is being read. The answers to the question about prose composition would seem to indicate defective training in composition in many schools. "More composition or none at all" voices the wish of some ambitious teachers who entirely miss the point of the present college requirements in this matter. Another frequent answer—"better teach pupils to write good English than poor Latin"—implies that the colleges desire those who come to them to be able to write poor Latin. Com-

paratively few teachers seem to realize fully that prose composition may be made an instrument to give the pupil new insight into the finer shades of meaning in the author that is being read, and to give him at the same time a firmer grip on grammatical forms and constructions.¹

No one could read these reports without being impressed with the effort which the teachers of our country are making to give to the works of the classic authors something of the human interest that by right belongs to them. We may smile at the idea of set lessons on the mythology of the Greeks and Romans; Guhl and Koner's *Life of the Greeks and Romans* may seem to be a rather cumbersome classroom textbook. Nevertheless the movement which the use of such books represents, the effort to give a setting of reality to the works of literature which the student is reading, is of the greatest interest and importance.

With reference to the teaching of Greek I have prepared three tables. Table IV deals with the length of the Greek course; column 1 gives the whole number of schools reporting; 2 the number of schools in which Greek is taught; 3 the average number of years devoted to Greek. Table V deals with the Greek authors read; column 1 gives the number of schools in which the entire first four books of Xenophon's *Anabasis* are read; 2, the number in which two or more books of Homer are read. Table VI records the answers as to the place of Greek in the schools. The question was not directly raised in the circular sent out,² but a few answers included a distinct disapproval of the study of Greek (column 1) and a larger number paid no attention as to the questions about a Greek course (column 2). The small amount of distinct opposition to the study of Greek is quite noticeable.

¹Few colleges require more Greek or Latin composition than may be called practical grammar. The work should be accurate, but in general no demand is made for skill in the construction of complicated sentences.

²I am informed that the committee intended to raise the question as to whether Greek should be taught in the high schools, in asking how much time should be devoted to the study of Greek.

IV.

V.

VI.

	Length of Greek course			Amount of Greek read		Opposition to Greek	
	Schools		Years	Anaba- Iliad II sis IV or more		Against Greek	No an- swer
	1	2		1	2	1	2
Maine, N. Hampshire, Vermont	36	33	2.9	17	33	0	1
Massachusetts.....	81	78	3	47	77	1	2
Connecticut, Rhode Island....	31	26	3	13	25	1	1
New York.....	65	58	2.9	26	58	1	3
New Jersey.....	16	12	3.1	9	12	0	2
Pennsylvania.....	26	12	2.7	8	10	1	2
Ohio.....	55	23	2.2	17	17	2	9
Indiana.....	43	10	2.2	2	6	2	15
Illinois.....	77	32	2.5	26	18	3	16
Michigan.....	60	25	2.1	8	19	1	16
Wisconsin.....	32	11	2.5	7	7	2	11
Minnesota.....	33	15	2.5	12	5	1	6
Iowa.....	44	6	1.5	1	3	2	2
Nebraska.....	24	3	2	2	3	2	3
Kansas.....	30	4	2	4	3	2	8
Colorado.....	6	5	2.5	2	5	0	0
Missouri.....	21	9	2.5	2	6	1	3
Kentucky, Tennessee.....	10	4	1.7	1	0	0	4
Arkansas, Mississippi.....	6	2	2	2	0	0	0
Virginia, West Virginia.....	8	4	3.8	?	4	0	1
Maryland, Delaware, Columbia	7	5	3.2	2	5	0	0
S. Carolina, Georgia, Alabama	9	4	1.7	?	0	0	0
(Louisiana) Texas.....	17	3	1.8	1	1	1	6
Dakotas, Montana, Idaho, } Wyoming, Oklahoma }	19	3	2	1	2	1	3
Oregon, Washington.....	3	1	3	1	1	0	2
California.....	30	11	2.5	9	11	0	3
Schools reporting.....	759						

An examination of Table V shows that in New England, New York, and New Jersey three years are given to Greek in practically all the schools from which we have reports. Another group of states, Pennsylvania, Illinois, Wisconsin, Minnesota, Missouri, and California, show courses of two and a half years in Greek in the schools where Greek is taught. In several other states schools which cover a part of the college course give more than two years to Greek (*e. g.*, Virginia and Maryland), but in general the length of the Greek course falls to two years and even lower. Three or four high schools in Ohio and eighteen

schools (mostly high schools) in Illinois give three full years to Greek; but in general, the western academies and college preparatory schools cover the ground in less time. Only four of the high schools in Indiana from which reports have been received teach Greek, and the average time given to Greek in these schools is less than two years. In Michigan about 70 per cent. of the larger high schools reporting give two years to Greek, and the subject is taught in several of the smaller schools. In Wisconsin and Minnesota the percentage of larger high schools where Greek is taught falls below 50 per cent., but the Greek course there is longer. In Iowa, where Greek appears in the high school course it receives only one year; in Nebraska, Kansas, and Missouri, only one or two high schools in each state report that they teach Greek at all.

I add a few figures as to the relative number of scholars who study Greek in the schools reporting. For the country at large in 1891-2 about 12 per cent. of those who study Latin also study Greek. According to the reports received from Maine,¹ the percentage of the students of Latin who also study Greek rises to 58 for the boys and 29 for the girls; for Massachusetts, the figure is 33 for the boys and 14 for the girls; for Connecticut, boys 25 per cent., girls 9 per cent.; for Indiana, boys 7 per cent., girls 3 per cent.; for Kansas, boys 10 per cent., girls, 6 per cent. In Kansas the same figure for the high schools (boys and girls) is 2 per cent.; for college preparatory schools and academies 23 per cent.

Table V is unsatisfactory because a large number of schools do not report the amount of the *Anabasis* read. Probably a much larger number of schools than is indicated read the full four books of the *Anabasis*; certainly this would be true in New England. Comparatively few schools read Greek prose in addition to four books of *Anabasis*. Thirty-one schools in Massachusetts and eleven in New York report the reading of portions of the *Hellenica* or of Herodotus. At least two

¹ Even the smaller schools in Maine report a large number of students taking Greek.

books of Homer are read in all the schools that teach Greek in New England, New York, and New Jersey. From Ohio west the number of schools which include Homer in the course drops until in Iowa but three out of six schools include Homer. In Kentucky, Tennessee, and the southern states Homer is rarely read in the secondary schools. The amount of the *Iliad* that is read varies greatly. Three books are read in most schools; a large number read six books; and in many instances from twelve to twenty-four books of the *Iliad* are read rapidly by the student, while three or four are studied carefully. In twenty schools in Massachusetts, and in about an equal number scattered through the country, portions of the *Odyssey* are read, either instead of the *Iliad* or along with three books of the *Iliad*. Three teachers in Maine and two in New York express the belief that Homer should be transferred to the college; the contrary opinion is much more frequently expressed.

It is impossible to examine these figures without being impressed with the influence of the state university in developing secondary education. In Iowa the standard of the state university in the line of the classics is low; Greek is not required for admission, and the amount of Latin required is relatively small. Naturally the position of the classics in the secondary schools is low. In Michigan Homer has not been required for admission to the university until recently, and the schools therefore have been satisfied with a two years' Greek course in which Homer had but a small place. In New York the regents' examinations have set a higher standard to which the high schools have sought to conform. In California the influence of the state university is most striking. Under the wise direction and stimulus of such men as Professor Merrill and Professor Clapp the classical courses in the high schools have been so developed in the last few years as to give California an absolutely unique place in this respect. It is the one state west of Minnesota where the teaching in Latin and Greek can be compared with the work done in New York or New England.

Many teachers note recent advances in the amount of time

given to the classics, and in the interest in classical study. Only in Iowa and Kansas does a note of discouragement appear in the answers. It seems to be an all but universal impression on the part of the Latin teachers and the school superintendents who have sent in these reports that in spite of the large number of new subjects demanding recognition Latin is generally to be the basis of a high school education. Farther it is clear, I believe, from these figures that the country at large looks to the high schools in New England and New York, as the standard to which high schools elsewhere should ultimately conform. In other words if a certain uniformity is to be introduced into the classical programmes of the secondary schools, it will be on the basis of a four year's course in Latin with five periods a week, and (probably) a three years' course in Greek with five periods a week for at least two years. If the Committee of Twelve in its recommendations should aim to conform to the *practice* in other parts of the country, it would fall below the *ideals* of the West, if not of the South.

ARTHUR FAIRBANKS

YALE UNIVERSITY